

What Provosts Want

OpenEd Conference
12 Nov 2020

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Presenter information



Kaitlyn Vitez
*Higher Education
Campaigns Director*
US PIRG
kvitez@pirg.org
@HigherEdPIRG



Cailyn Nagle
*Affordable Textbooks
Campaign Coordinator*
US PIRG
cnagle@pirg.org
@CailynNagle



Deep Shenoy
Principal
Deep Consulting
[deep@](mailto:deep@deep-consulting.net)
deep-consulting.net

Questions we were researching

- Are Chief Academic Officers (CAO's) involved with textbook strategy?
- Who are CAO's hearing from about textbooks?
- What do CAO's value in a textbook strategy?
- Are they regularly funding OER?
- How would our findings impact open textbook adoption strategy?

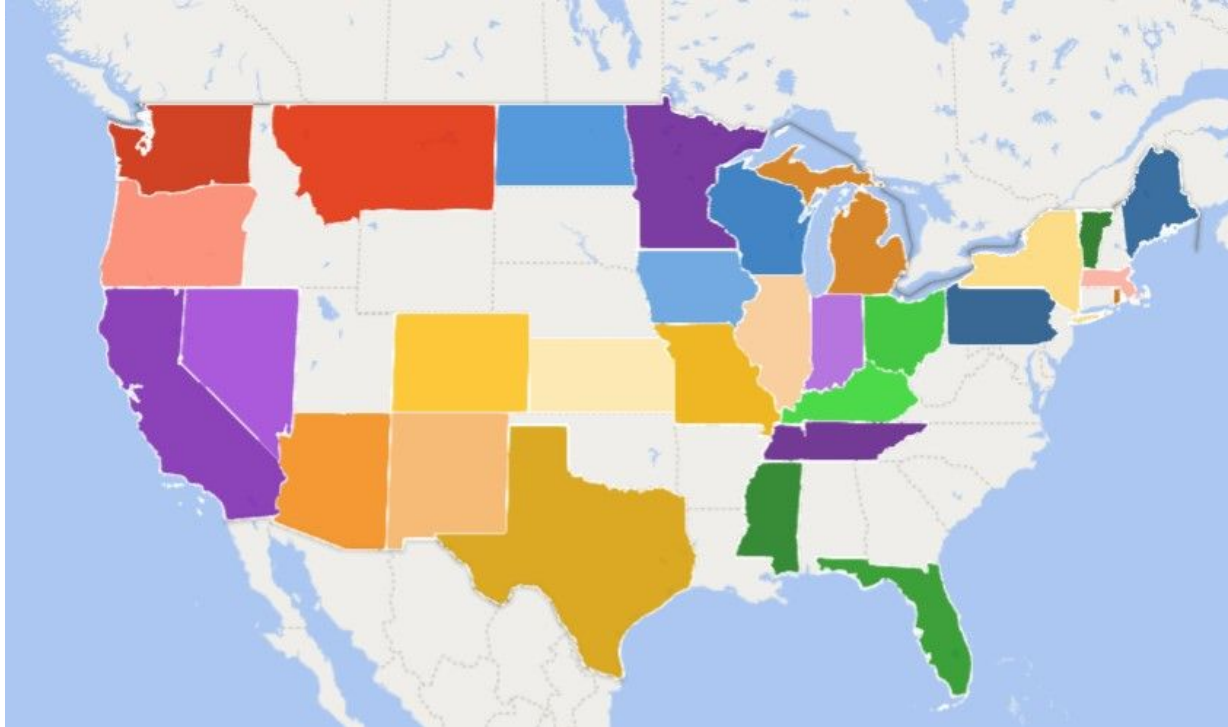
Agenda

I. SURVEY RESPONDENTS

II. SURVEY FINDINGS

III. STRATEGY AND MESSAGING

Responses from 31 US states and territories



Highest number of responses

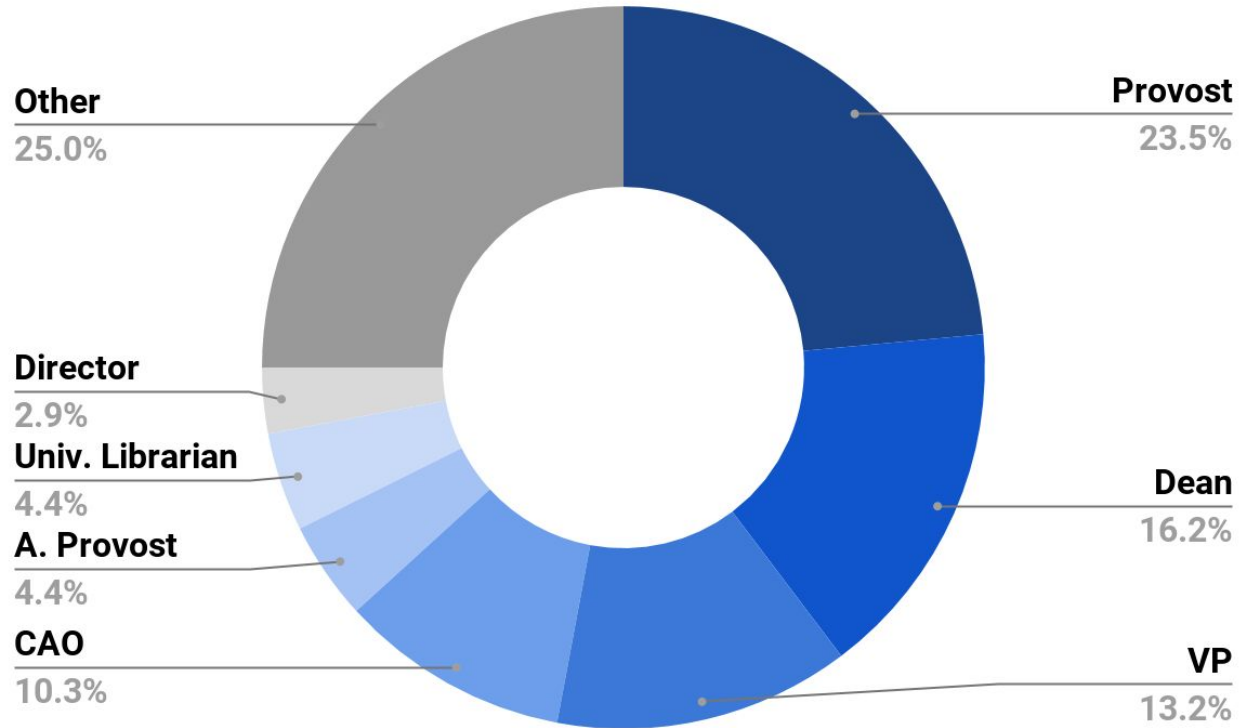
- Illinois (9)
- Ohio (7)
- Pennsylvania (6)

Not depicted on the map

- Alaska
- Hawaii

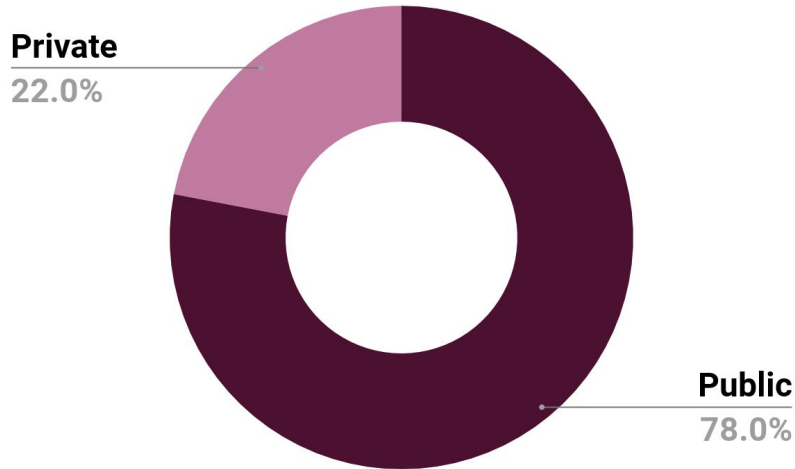
Survey period: September 15-October 15, 2020; 68 responses.

Job titles of respondents

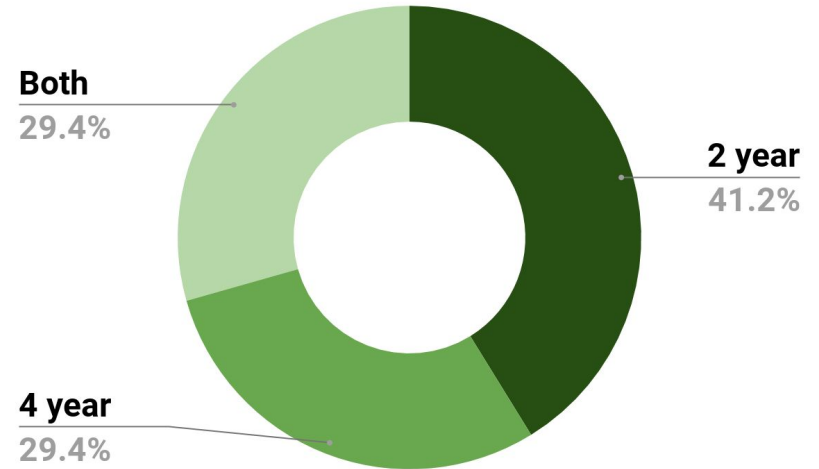


Makeup of respondents' institutions

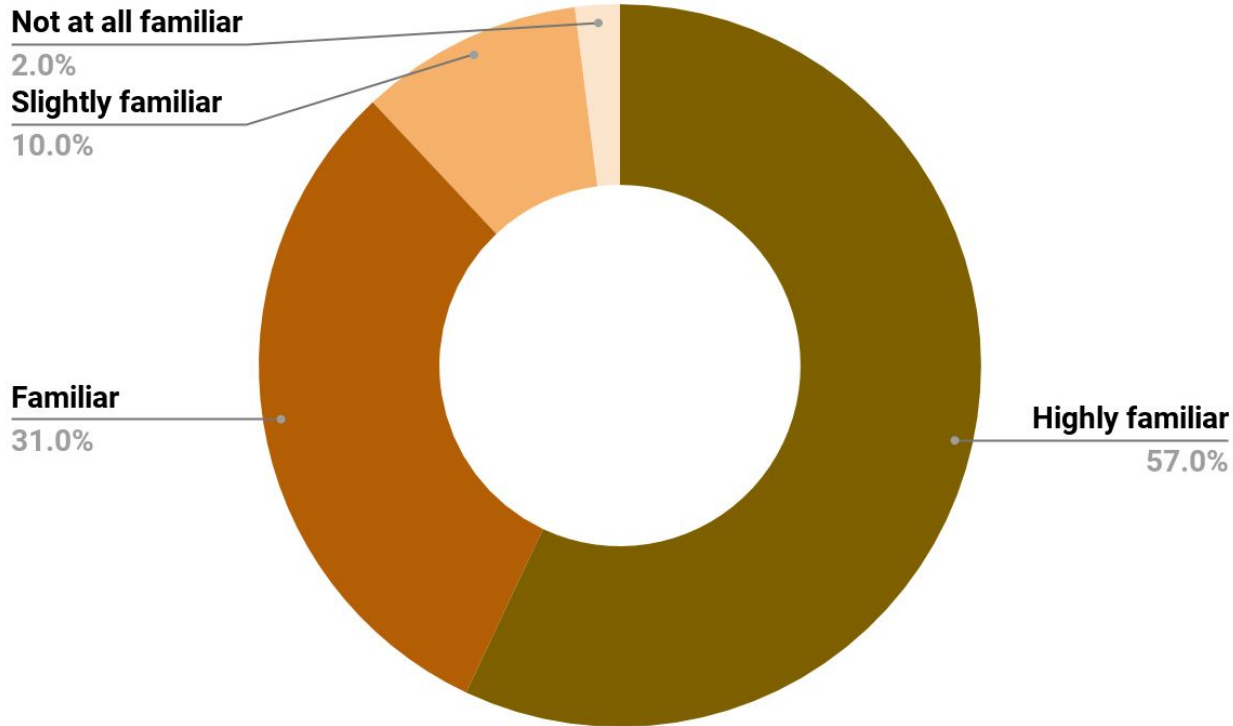
Type of institution



Degrees granted



Respondents were very familiar with OER

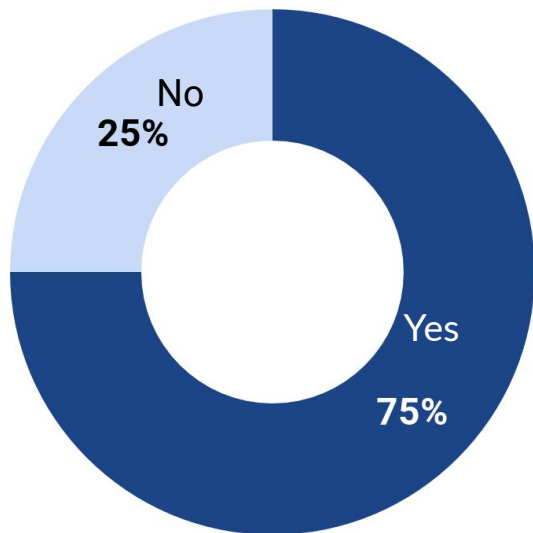


This is likely higher than average

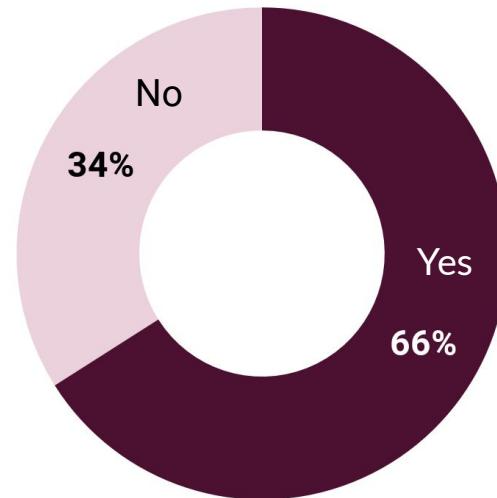
Respondents were weighted towards a positive view of OER growth

Can you envision a period of time where OER are used in almost all large, introductory courses?

2-year schools



Other schools



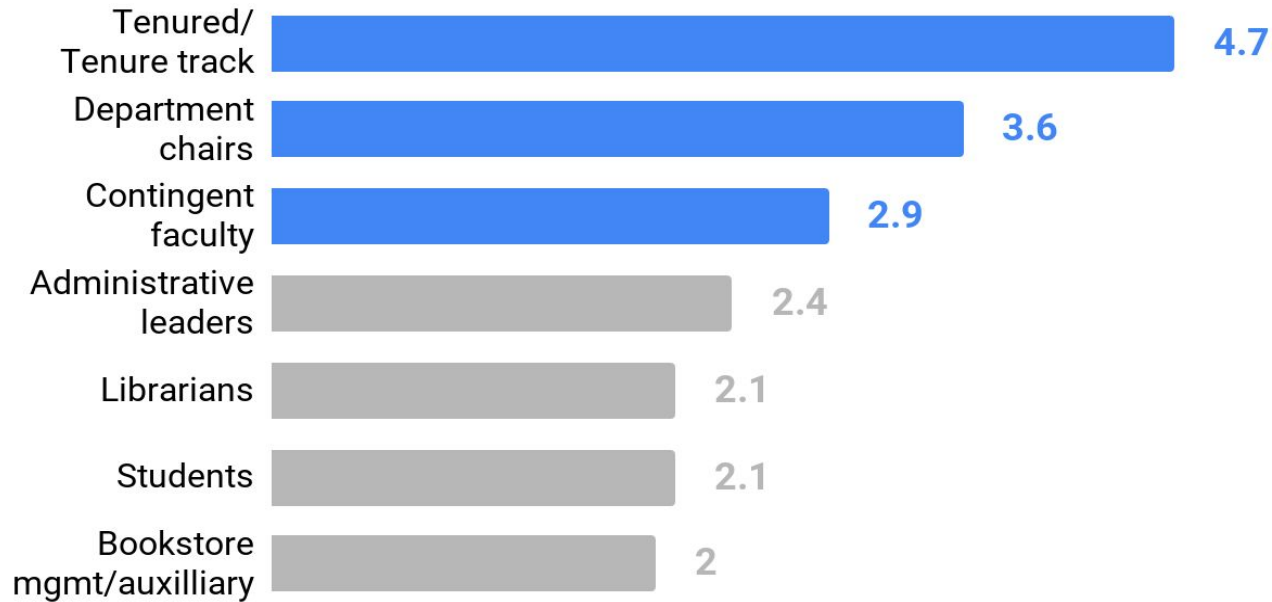
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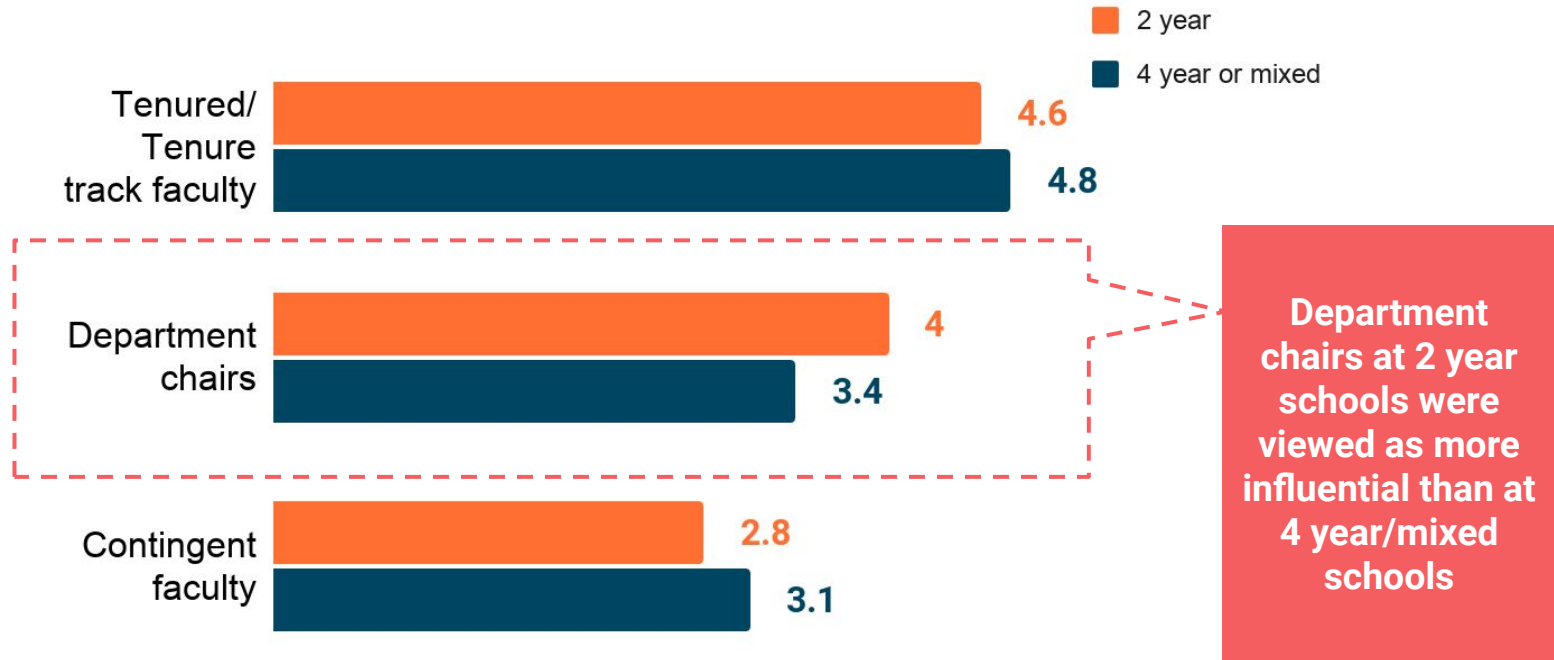
III. STRATEGY AND MESSAGING

CAOs perceive faculty and dept. chairs as most influential in textbook choices

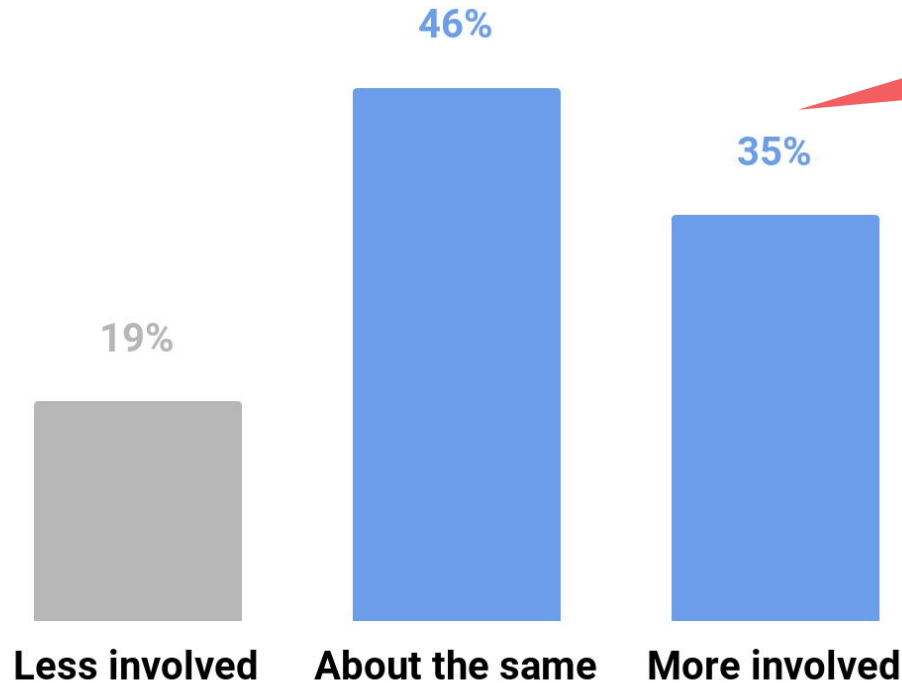


Tenure track
faculty are
more
influential
than
contingent
faculty

There was a slight difference between 2 year schools and others

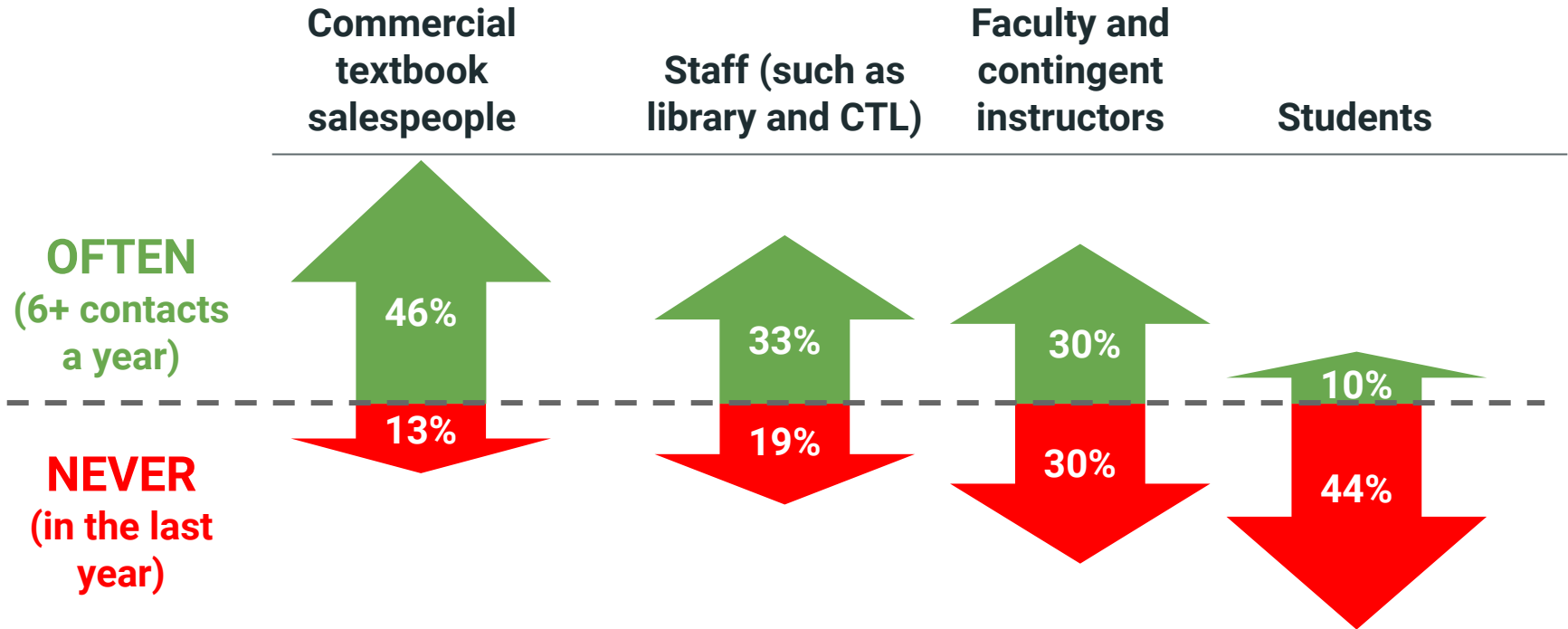


Over the last 5 years, administrative leaders have become more involved with textbook decisions



81% are the same or more involved

How often do people reach out to CAO's regarding textbooks?



What do CAO's value in a textbook strategy?

TIER 1 (4.5 or more)	<ol style="list-style-type: none">1. Quality content (4.8)2. Meets accessibility standards (4.8)3. Student savings (4.6)4. Improves student success (4.6)5. Improves persistence (4.6)
TIER 2 (4.0 to 4.4)	<ol style="list-style-type: none">6. Available online (4.4)7. Compatible with LMS (4.3)8. Instructors can modify materials (4.2)9. Maximizes instructor choice (4.1)
TIER 3 (Less than 4.0)	<ol style="list-style-type: none">10. Meets the needs of the pandemic (3.8)11. Time burden on instructors reduced (3.7)

We need to better connect open textbooks to the top 5

CAO quotes: Positives for OER

“Great opportunity to meld **faculty choice** with **student affordability** and up to date accessible materials.”

“Textbooks: Fantastic when they can be scaled. Great if they can be **customized**. Everything should be digital and ADA compliant anyway.”

“Not only are they good for students and invigorating for faculty, they improve **student learning outcomes** by ensuring that all materials map back to course learning outcomes, something that cannot typically be said for published textbooks.”

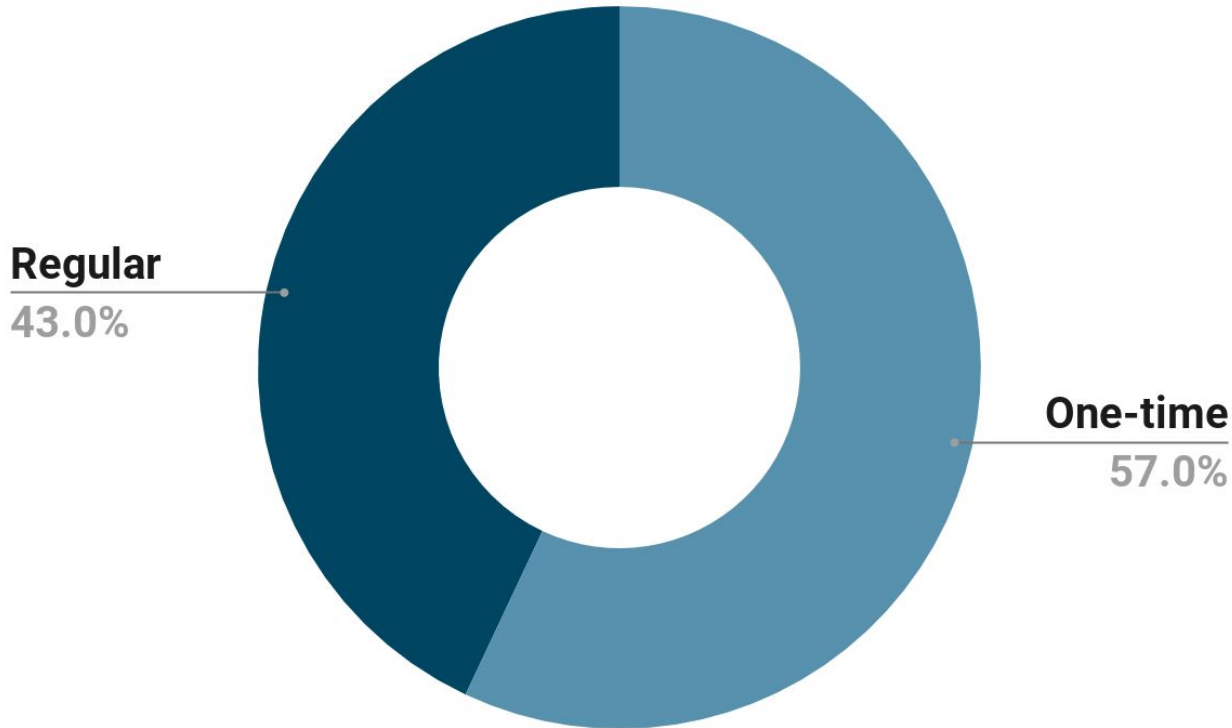
CAO quotes: concerns/limitations

“I love OER, but get frustrated at the **limited options**. I teach world religions and there is no OER text available for that class.”

“Commercial materials and affiliated **courseware tools** are still more powerful in general. Until that gap lessens, the incentive to jump to OER is not as high as it could be from a faculty perspective.”

“Faculty choice is at play here. Since **faculty teaching introductory courses choose the books and other materials**, the ability to convince all or most of them to adopt OER materials is nearly impossible. “

Is OER funding regularly in the budget?



49 respondents reported some kind of funding for OER. The majority said it was one-time funding (not in the regular budget)

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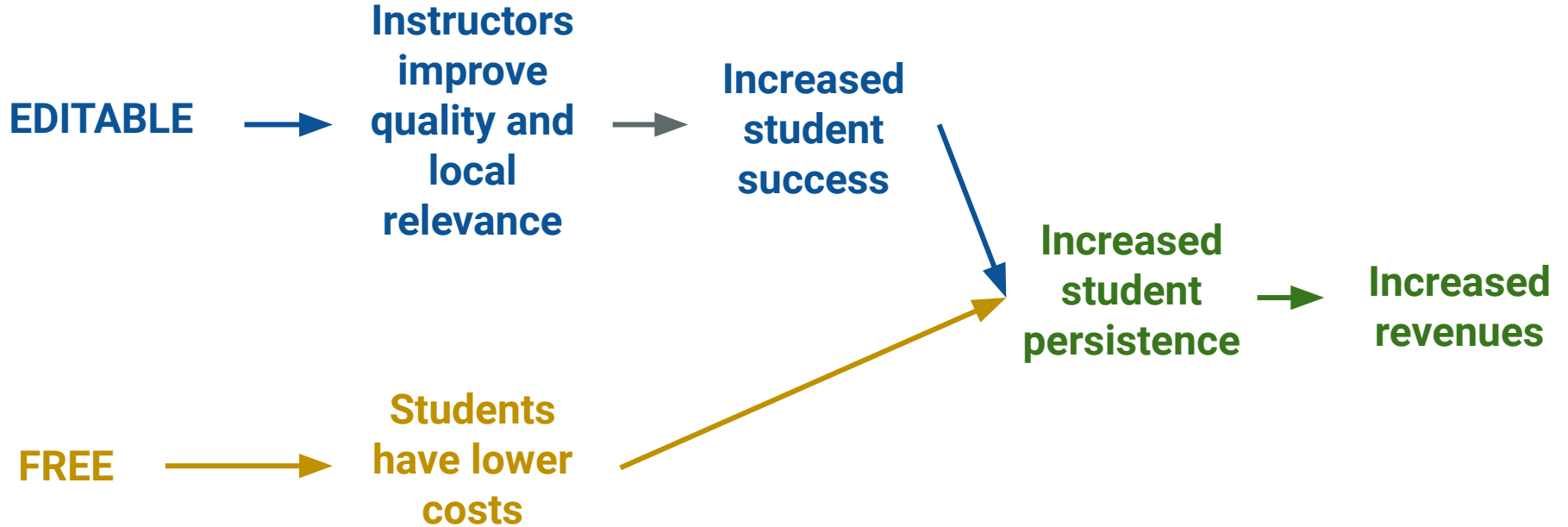
II. SURVEY FINDINGS

III. STRATEGY AND MESSAGING

Strategy

- The primary locus of change is faculty, and we should continue to mobilize and support them. To maximize impact, prioritize:
 - Faculty who teach courses where **OER are available** (especially large introductory courses)
 - Faculty with **specialized roles** (department chairs / curriculum cmte.)
- However, CAO's should also be included in outreach plans
 - They play a role in supporting faculty (especially by finding funding)
 - They are hearing from commercial publishers significantly more often than faculty, staff, and students

Messaging to CAOs (1/2)



Messaging to CAOs (2/2)

How can CAOs support open textbooks?

- **Strategic plan.** Include support for faculty adoption of open textbooks as a goal in the strategic plan (but do not mandate)
- **Ownership.** Identify senior level administrator responsible to support faculty with open textbook adoption
- **Budget.** Include funding for open textbooks adoption in the regular budget (rather than one-time funding)
- **Prioritize impact.** Focus support on large, introductory courses to maximize return on investment (ROI)

Steps to take from here:

1. Schedule a meeting with your provost to talk about OER. To “cut in line,” coordinate with your student government or other folks with access.
2. Review your university’s strategic plans and see how they overlap with our findings on what provosts want.
3. Identify people to bring with you to that meeting that have personal stories that illustrate these themes.
4. Arm yourself with evidence that supports our claims that OER increases student success and persistence while creating a return on investment.
5. Make a direct ask to support OER. If they are on the fence, ask what evidence they need or who they need to hear from to change their mind.

Thank you!



Kaitlyn Vitez
*Higher Education
Campaign Director*
US PIRG
kvitez@pirg.org
@HigherEdPIRG



Cailyn Nagle
*Affordable Textbooks
Campaign Coordinator*
US PIRG
cnagle@pirg.org
@CailynNagle



Deep Shenoy
Principal
Deep Consulting
[deep@](mailto:deep@deep-consulting.net)
deep-consulting.net